Enrolment Information

This Pack Contains the Following Documents and agreements;

1. School Uniform and Dress Code Policy
2. Acceptable Shoes
3. Homework Policy
4. Excursion/Camps Policy
5. Attendance Expectations
6. Responsible Behaviour Plan For Students
7. Photocopying and Printing at School
The Springfield Central State High P&C Association has passed a resolution about whether to have a student dress code and what that dress code will be. It reads:

The Springfield Central State High P&C Association has passed a resolution about whether to have a student dress code and what that dress code will be.

## Uniforms

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Sports Uniform – remainder of week (or formal uniform)</td>
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</tr>
<tr>
<td>P&amp;C endorsed school polo shirt/ P&amp;C endorsed school unisex shorts</td>
<td>P&amp;C endorsed school polo shirt/ P&amp;C endorsed school unisex shorts/skirt or culottes</td>
</tr>
<tr>
<td>Black shoes as per details below/ White socks with no wording, logos or symbols</td>
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<tr>
<td>P&amp;C endorsed school pullover or track top/ P&amp;C endorsed school track pants</td>
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<td>P&amp;C Endorsed school bag with logo</td>
<td>P&amp;C Endorsed school cap or hat</td>
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### Footwear/Shoes

Due to safety regulations, students are required to wear enclosed footwear that adequately protects their feet. It is also critical that shoes have arch support and good protection on the sole as well as protection for the top of the foot.

- When wearing the school uniform, students may choose to wear black lace-up sports or school shoes.
- All shoes must comply with the appendix "Shoes at Springfield Central SHS."

### Undershirt

The only acceptable undershirt that may be worn is a white collarless T-shirt that may show at the neck only and no other part of the undershirt should be seen. The bottom of the shirt must be tucked in and sleeves should not extend below the sleeve of the uniform.

### Hair

All long hair (boys & girls) is required to be tied back out of the face with hair ties. Radical hairstyles are discouraged and parents are requested to consider whether a particular hairstyle is appropriate for school before the child has it done. Hair colours must be 'natural' in nature and the use of shaving or tinting to create distinct patterns or 'mo-hawks' is not acceptable. Hair accessories other than plain navy are not permitted.

### Hats

All students are expected to wear a school approved and initiated hat during lunch breaks and when required in the conduct of lessons at the school (outdoor Physical Education lessons) or for sporting, cultural or excursion events held off-campus.

### Jewellery

The following guidelines are provided for students and parents:

- Small sleepers and small studs only to be worn in ears and a limit of 2 per ear is set.
- Only one small natural coloured nose stud may be worn - No other facial (no spikes, spacers or bars) or tongue piercings at all.
- Watches may be worn.
- One signet/small ring per hand and permanent bangles which are not loose fitting.
- Students wearing unsuitable jewellery will be advised to remove the items. Failure to comply with this instruction or persistent disregard for uniform policy will lead to lunch detentions. Failure to attend detentions may lead to after school detentions and/or suspension.
- Students who wish to wear commonly accepted religious or cultural artefacts/jewellery which do not comply with the above guidelines may submit a written application through their parent/caregiver to the Principal, requesting approval to wear the said item.

### Bags

Students are expected to purchase and use a P&C endorsed school bag with the school logo on the bag. Exceptions to be negotiated with the Principal.

### Makeup

Students must not wear any overt make-up unless approval has been granted for medical reasons. Only foundation make-up (skin tone) may be worn for sun protection. Nail polish, acrylic or gel nails, if worn, should be restricted only to a clear colour.

Students not complying with these guidelines will be required to remove the make-up/nail polish/acrylic or gel nails and parents will be notified.

### Winter Wear

The following additions have been included for the winter period:

- Scarf – school P&C approved scarves with the school logo are only permitted
- Beanie – no beanies are permitted at any time
- Gloves – students are able to wear plain navy blue (to match the uniform) gloves with no colours, insignias, logos, wording or symbols
- Blankets – no blankets or similar are items are permitted (long sleeve polo shirt, tracksuit, jumper and blazer are available as part of the uniform)

### Uniform Free Days

Generally, one day per term is set aside in the school calendar for a non uniform day as a fundraiser for a charity or student council project. Students pay a gold coin donation for the privilege of wearing non uniform.

It is expected that students will wear clothing appropriate for an educational environment, adhering to workplace health and safety requirements (enclosed footwear) and refraining from wearing revealing and/or offensive garments.

### Swimming

Girls: One-piece swimming costume or Sun-safe swimming two piece. Bikini's are not acceptable swimwear.

Boys: Speedos or football style short shorts with no pockets or Sun-safe swimming two piece. Underwear, including boxer shorts, or long shorts are not acceptable swimwear.

Jewellery is not to be worn in the swimming pool and must be removed or taped prior to swimming.

### During Physical Education, Sporting and Dance Classes

- Students are permitted to wear plain black leggings/tights/lycra type shorts
- No noticeable colours, writing, major logos, stitching or panelling
- Must be of suitable length
- Students must be changed during the lesson – on and off in the one lesson

### Resolution of School P & C Association

The Springfield Central State High P & C Association has passed a resolution about whether to have a student dress code and what that dress code will be. It reads:
The Springfield Central State High P & C Association resolves that it supports a student dress code policy for Springfield Central State High because it believes that a student dress code policy promotes the objectives of the Education (General Provisions) Act 1989, and in particular that it:

a) promotes a safe environment for learning by enabling ready identification of students and non-students at the school;
b) promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
c) promotes a supportive environment at the school by fostering a sense of belonging; and

d) fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences and promotes a supportive environment at the school by fostering a sense of belonging.

The student dress code at Springfield Central State High is part of the school’s Code of Behaviour. It will be disseminated to all members of the school community and included in information for newly enrolling students.

**Breaches of the dress code**

In the likelihood of individual cases of conflict with a student dress code, or persistent failure to uphold the code, the school will take the following actions:

- Offer appropriate item/s from the bank of uniforms held at the school and provide a safe, private area for changing
- Inform the student’s parents or carers and offer an opportunity to supply appropriate uniform, the student will be given work at the office until this can occur
- Implement a process of conflict resolution or mediation if, after discussions have been held with the students parents or carers, the student persistently wears inappropriate dress.
- Take action that prevents risk to the student and others, or action that maintains the normal operations of the school;
- Apply measures such as detentions and internal suspension (where appropriate) for persistent refusal to comply. Refusal to comply with these measures may result in suspension.

All decisions on the appropriateness of uniform, footwear, hair, jewellery, bags, make-up etc are at the Principal’s discretion.

**Uniform Shop**

Location – D Block (Ground Floor) near tuckshop.

Opening Hours: details are available on the school’s website on the Facilities page.
2017 SCHOOL UNIFORM & DRESS CODE POLICY – YEAR 10, 11, 12

**Uniform**

<table>
<thead>
<tr>
<th>Male</th>
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<td><strong>Format Uniform – Most/ Tue/ Thur/ Fri</strong></td>
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<tr>
<td>P&amp;C endorsed school pants or shorts/ P&amp;C endorsed school shirt/ School Tie</td>
<td>P&amp;C endorsed school skirt, blouse or pants/ School tie</td>
</tr>
<tr>
<td>Black face-up school shoes (see below)</td>
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</tr>
<tr>
<td>School shirt (tucked in) long school socks with formal shorts/ black or dark navy socks with long pants</td>
<td>White socks with no wording, logos or symbols, or black stockings</td>
</tr>
<tr>
<td>P&amp;C endorsed pullover for winter (blue pullovers not allowed)</td>
<td>P&amp;C endorsed pullover for winter (plain blue pullovers not allowed)</td>
</tr>
<tr>
<td>P&amp;C endorsed school polo shirt/ P&amp;C endorsed school uniform shorts</td>
<td>Sports Uniform – only on Wednesdays</td>
</tr>
<tr>
<td>Black shoes as per details below/ White socks with no wording, logos or symbols</td>
<td>P&amp;C endorsed school polo shirt/ P&amp;C endorsed school unisex short/skirt or culottes</td>
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<td>* Year 12 Senior Jersey permitted on Monday, Wednesday and Friday</td>
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**Footwear/ Shoes**

Due to safety regulations, students are required to wear enclosed footwear that adequately protects their feet. It is also critical that shoes have arch support and good protection on the sole as well as protection for the top of the foot.

- When wearing the Formal Uniform students must wear black lace-up school shoes.
- When wearing the sports uniform students may choose to wear black lace-up sports or school shoes.
- All shoes must comply with the appendix “Shoes at Springfield Central SHS.”

**Undershirt**

The only acceptable undershirt that may be worn is a white collarless T-shirt that may show at the neck only and no other part of the undershirt should be seen. The bottom of the shirt must be tucked in and sleeves should not extend below the sleeve of the uniform.

**Hair**

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**Jewellery**

The following guidelines are provided for students and parents.

- Small sleepers and small studs only to be worn in ears and a limit of 2 per ear is set.
- Only one small/natural coloured nose stud may be worn. No other facial (no spikes, spacers or bars) or tongue piercings at all.
- Watches may be worn.
- One signet/ small ring per hand and permanent bangles which are not loose fitting.
- Students wearing unsuitable jewellery will be advised to remove the items. Failure to comply with this instruction may lead to lunch detentions. Failure to attend detentions may lead to further disciplinary actions
- Students who wish to wear commonly accepted religious or cultural artefacts/jewellery which do not comply with the above guidelines may submit a written application through their parent/caregiver to the Principal, requesting approval to wear the said item.

**Bags**

Students are expected to purchase and use a P&C endorsed school bag with the school logo on the bag. Exceptions to be negotiated with the Principal.

**Makeup**

Students must not wear any overt make-up unless approval has been granted for medical reasons. Only foundation make-up (skin tone) may be worn for sun protection. Nail polish, acrylic or gel nails, if worn, should be restricted only to a clear colour.

**Winter Wear**

The following additions have been included for the winter period.

- **Scarf** – school P&C approved scarves with the school logo are only permitted
- **Beanie** – no beanies are permitted at any time
- **Gloves** – students are able to wear plain navy blue (to match the uniform) gloves with no colours, insignias, logos, wording or symbols
- **Blankets** – no blankets or similar are permitted (long sleeve polo shirt, tracksuit, jumper and blazer are available as part of the uniform)

**Uniform Free Days**

Generally, one day per term is set aside in the school calendar for a non uniform day as a fundraiser for a charity or student council project. Students pay a gold coin donation for the privilege of wearing non uniform.

It is expected that students will wear clothing appropriate for an educational environment, adhering to workplace health and safety requirements (enclosed footwear) and refraining from wearing revealing and/or offensive garments.

**Swimming**

Girls: One-piece swimming costume or Sun-safe swimming two piece. Bikini’s are not acceptable swimwear.

Boys: Swimming trunks or football style short shorts with no pockets or Sun-safe swimming two piece. Underwear, including boxer shorts, or long shorts are not acceptable swimwear.

Jewellery is not to be worn in the swimming pool and may be removed or taped prior to swimming.

**During Physical Education, Sporting and Dance Classes**

G:\ corners\ Admin\ Executive POLICIES & PROCEDURE WORK FOLDER\ AD603 - Uniform Policy\ Dress Code\ Year 10_11_12 2017.doc
• Students must be changed during the lesson into their sports uniform – on and off in the one lesson
• Students are permitted to wear plain black leggings/tights/lycra type shorts - No noticeable colours, writing, major logos, stitching or panelling. Must be of suitable length
• Students involved in interschool sports on Tuesdays if they desire, they can request a card identifying that they are participants in interschool sport competitions and allowed to wear their sport uniform from second break onwards

Resolution of School P & C Association
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b) promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
c) promotes a supportive environment at the school by fostering a sense of belonging; and

d) fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences and promotes a supportive environment at the school by fostering a sense of belonging.

The student dress code at Springfield Central State High is part of the school's Code of Behaviour. It will be disseminated to all members of the school community and included in information for newly enrolling students.

Breaches of the dress code
In the likelihood of individual cases of conflict with a student dress code, or persistent failure to uphold the code, the school will take the following actions:

• Offer appropriate item/s from the bank of uniforms held at the school and provide a safe, private area for changing
• Inform the student’s parents or carers and offer an opportunity to supply appropriate uniform, the student will be given work at the office until this can occur
• Implement a process of conflict resolution or mediation if, after discussions have been held with the students parents or carers, the student persistently wears inappropriate dress.
• Take action that prevents risk to the student and others, or action that maintains the normal operations of the school,
• Apply measures such as detentions and internal suspension (where appropriate) for persistent refusal to comply. Refusal to comply with these measures may result in suspension.

All decisions on the appropriateness of uniform, footwear, hair, jewellery, bags, make-up etc are at the Principal’s discretion.

Uniform Shop
Location – D Block (Ground Floor) near tuckshop.
Opening Hours: details are available on the school’s website on the Facilities page
We understand that choosing the correct shoes for school can be difficult. This page is a guide to the expectations of the school in regards to shoes from 2014. When we look at the appropriateness of shoes we look both at how they look and also the protection they provide to students.

We don't want to dictate to parents what brand of shoe to buy, however we want to provide clarity around the features we want in the shoes students wear to school. The 'Golden Rules' below and the picture will assist you, however if you would like further clarification please contact the school.

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**The Golden Rules**

- The shoes ticked below are the types of shoes students must have.
- Shoes must be entirely black.
- Shoes must have laces and a tongue, that offer protection up to the ankle.
- Shoes must be able to be polished (eg no felt, canvas, mesh etc)
- Shoes must not be Skate Shoes or Vans.
- Shoes must not be 'leather' volley or ballet flats or boots (or similar style shoes).
- Shoes must have a solid vinyl or leather upper and inner arch support.
- Shoes must have a thick sole that provides protection to students.

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**YES**

- [Image of shoes]

**NO**

- [Image of shoes with red X]

- Not entirely black & felt
- Canvas, soles thin and protection not up to ankle
- No laces & very thin soles
- Soles are thin and offer little protection
- Mesh on top
- Not entirely black (could be coloured in)
SPRINGFIELD CENTRAL STATE HIGH
HOMEWORK POLICY

RATIONALE
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where applicable.

OBJECTIVES
At Springfield Central State High, we aim to provide homework that:
- Is purposeful and relevant to students needs and appropriate to the phase of learning (middle and senior)
- Is appropriate to the capability of the student & develops the student's independence as a learner
- Is varied, challenging and clearly related to class work
- Does not exceed the recommended level of up to, but generally not over, 5 hours per week
- Allows for student commitment to recreational, employment, family and cultural activities.

TYPES OF HOMEWORK
Homework can engage students in independent learning to complement work undertaken in class through:
- Revision and critical reflection to consolidate learning (practising for mastery)
- Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information)
- Preparing, planning and/or producing information for upcoming assessment tasks

RESPONSIBILITIES
Principals:
- Develop a school homework policy, in consultation with their school community, particularly the Parents and Citizens’ Association.
- Distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment.
- Ensure the homework policy is effectively implemented throughout the school.
- Include an up-to-date school homework policy as part of their annual school reporting.

Teachers:
- Set homework on a regular basis & clearly communicate the purpose, benefits and expectations of all homework.
- Check homework regularly and provide timely and useful feedback.
- Explicitly teach strategies to develop organisational and time-management skills and providing opportunities to practice these
- Give consideration to student's other academic and personal development activities (school based or other) when setting homework
- Discuss with parents and caregivers any developing problems concerning their child’s homework and suggest strategies to assist with their homework
- Establish and follow up with clearly articulated consequences for failure to complete set homework and contact parents as needed if homework is not regularly completed.

Students:
- Be aware of the school's homework policy & discuss with parents or caregivers homework expectations
- Accept responsibility for the completion of homework tasks within set time frames
- Follow up on comments made by teachers & seek assistance when difficulties arise
- Organise time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment
- Complete detentions set by the teacher for failing to do homework set and catch up on work missed

Parents/ Guardians
- Read to them, talk with them and involve them in tasks that support homework and help them to complete tasks by discussing key questions or directing them to resources
- Encourage them to organise their time and take responsibility for their learning
- Encourage them to read and to take an interest in and discuss current local, national and international events
- Help them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- Contact the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.
- Support the school when detentions for failing to complete homework are set and no extenuating circumstances exist.

FINAL THOUGHT
- The success and benefit of homework depends on good communication between the teacher and home. Please contact your child(ren)’s teacher(s) with any concerns you have about homework or an apparent lack of homework.
SPRINGFIELD CENTRAL STATE HIGH
EXCURSIONS/CAMPS POLICY

RATIONALE
Excursions/Camps form an important component of a student’s learning experiences. It is our intention that all excursions/camps are justifiable in terms of Educational Outcomes for students. The benefits of an excursion should outweigh the negative aspects that result from students missing time from other classes. There are additional costs involved for parents with excursions/camps and no student will be disadvantaged academically if they cannot attend a camp for explained, legitimate reasons.

OBJECTIVES
✓ Students benefit from the educational experiences gained from excursions/camps.
✓ All eligible students attend the excursion/camp – if financial or cultural reasons prevent this occurring, then the Principal is notified.
✓ Excursions are well organised with a clear learning focus for students
✓ Timeframes for return of notes and payments are adhered to by parents OR the school is notified of exceptional circumstances.
✓ Students & parents are aware of all their responsibilities prior to the excursion/camp.

GUIDELINES
• For the purpose of this policy the term “Excursion/Camps” refers to any variation of school routine and includes educational, sporting, cultural or other trips outside of school grounds & (at times) school hours that are identified as Springfield Central State High excursions/camps.
• A variation to school routine is any school experience that causes students to miss regular lessons. Documentation of the variation, including risk assessments, costs to parents and details of the event must be submitted to the Principal for approval well in advance of any planned excursion/camp.
• Parents should expect to receive well in advance information regarding initial deposits, final costs and details of the excursion/camp at least 4 weeks prior to departure (longer for expensive/long term trips). Parents should also sight medical forms and permission forms and sign them promptly, returning them to the school in preparation for the excursion/camp.
• Variations to school routine that involve a day or more need the approval of the P & C. All variations to school routine need the approval of the Principal.
• Some students may be excluded from attending excursions/camps as per information stated below. These students will be provided with alternative work that will not affect their overall academic grades if this work is completed fully.
• If a student is sent home from an excursion/camp then any costs will be met by parents/guardians.

ATTENDANCE AT EXCURSIONS/CAMPS
Students ineligible to leave the school for an excursion/camp;
• Students who have poor attendance records at school and have not caught up on missed work. These would be in most cases those students who are on current Attendance Forms although other students may be identified after the list of names is published on the school notice board.
• Students who after Term One have outstanding school fees and have not negotiated the matter with the Principal.
• Students who have been placed on Red level due to poor behavioural decisions. Administration discretion for students who have shown at least 5 consistently good days in terms of behaviour/effect on their cards.
• Students who have returned from suspension and are on a Red Card and the card is demonstrating poor effort and behaviour
• Students who have in previous camps/excursions demonstrated poor behavioural decisions.

Students who are unable to attend for any reason will;
• Report to their regular or an alternative room to be supervised by a staff member. OR
• If there are only small numbers of students they may (with prior consultation) report to the library or other ‘smaller’ classes to complete learning activities.

REFUND POLICY
The cost of the camp/excursion is determined by the number of students attending. The withdrawal of participants impacts greatly on the final costs incurred by the school. At times the school must pay vendors deposits well before the event. If payment has been made and a student is unable or refused permission to attend, he or she may not receive a full refund. The school will only refund the costs to parents which have been refunded by vendors to the school. This includes:
• Student withdrawal by parents;
• School withdrawal of students for poor behavioural decisions;
• Students sent home for poor or dangerous behaviour.

(If you require further clarification on this policy, please contact the school administration team)
Springfield Central State High

Attendance Expectations

‘Every Student – Every Day’

Expectations of students

At Springfield Central State High we expect;

• That every student will attend every day of school throughout the year. Research clearly shows that students who attend very regularly achieve much better results across the long term;

• That if coming to school late, they sign in at the office. They should present a note from a parent/guardian explaining lateness. Persistent lateness will lead to detentions and contact with home.

• That students remain at school the entire day and only depart through the office after approvals have been given by parents/guardians and sighted and approved by school administration.

• That students ensure their parents/guardians provide them with a note or phone call explaining absences.

• That students will actively and promptly follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.

Expectations of Parents

At Springfield Central State High we expect;

• That parents/guardians actively support the school in ensuring their child(ren) attend school every day of the year.

• That parents/guardians provide a note or phone the office if their child(ren) are late for school.

• That parents/guardians provide a note prior to any planned early departure from school and remind their child(ren) that they still must report to the office before their departure.

• That parents/guardians inform the school of all absences as soon as possible (preferably on the day of the absence).

• That parents/guardians give forewarning of known future absences, in particular long term absences.

• That parents/guardians will actively and promptly instruct their child(ren) to follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.

• That parents/guardians make informed decisions about appropriate absences from school, remembering that every absence requires the student to organise catch-up work.

• That parents/guardians support the school in applying after school detentions (with appropriate notice) for students who truant during any school day.

Expectations of School Officers

At Springfield Central State High we expect;

• That all staff will mark rolls diligently and accurately in every lesson/activity they are responsible for throughout a normal school day or during a camp/excursion.

• That CARE rolls are returned to the office promptly at the end of this session each day by CARE teachers, to ensure student attendance can be recorded in our system promptly and parents can be notified of unexplained absences.

• That class absences for every lesson are recorded and reported either through electronic or paper modes (depending on system established).

• That contact is made with parents/guardians by classroom teachers if a pattern of absence is noted in a particular class/subject.

• That contact is made daily by the office staff of any unexplained absence to parents/guardians either through text or phone messages (dependent of system established).

• That students who are found to be truant for any part of a school day, are reported to parents/guardians immediately by the school administration with appropriate consequences established.

• That contact is made on a weekly basis through letters to parents/guardians of any unexplained or unusual absences during the preceding week.

• That pro-active & supportive strategies are employed with students who demonstrate an unwillingness to attend school.
**STUDENT ABSENTEEISM**

- CARE rolls are marked at the beginning of the day
- Class rolls are marked during each individual lesson
- AWOL's are distributed based on CARE rolls and sign in/out booklet
- AWOL's are completed by teachers and inaccuracies recorded

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**A student was absent for entire day without explanation. Phone or text home.**

- A letter is sent home weekly requesting parents/guardians confirm the absence.
- Interviews conducted with Admin/G.O for persistent non-attenders. Support mechanisms established.

**Notes:**

- Staff must ensure AWOL's are completed accurately and daily.
- A roster for YC's, HOD's & DP's will come out at the beginning of each term to ensure supervision at after school detention.
- Students are encouraged to bring missed work to catch up on at detention. If they arrive with nothing, they will be provided with 'lines'.

**A student was absent for irregular periods without signing in/out.**

- A copy of names and missed periods is distributed to YC once a week.
- YC contacts parents.

**Strike 1 - YC issues attendance card and distributes 'Notice of After School Detention' on Friday afternoon. Student completes 30 min after school detention Monday (reminded on parade).**

**Strike 2 - YC issues yellow card and distributes 'Notice of After School Detention'. Student completes 2X30 min after school detentions on Mondays.**

**Strike 3 – Referred to HOD**

**Strike 4 – Referred to Deputy**
Springfield Central State High

Responsible Behaviour Plan for Students

January 2017 – December 2017

1. Purpose

Springfield Central State High is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school’s activities and helps form a strong sense of social cohesion.

At Springfield Central State High we are committed to;
‘Leading & Learning – Today & Tomorrow’ through a focus on:

‘Delivering High Quality Futures for Engaged Learners & Leaders’

Our motto is ‘Scale Great Heights’ and with a strong commitment to our four core values, we know that every student can achieve this goal. Our four core values are;

RESPECT:
• For everyone’s opportunity to learn
• For ourselves and how we treat others
• For school and community property / environment
• Display pride in ourselves and our school, including uniform and reputation
• Recognise and respect the differences of race, ethnic background, gender, socio-status, ability and disability.

RESPONSIBILITY:
• To engage in the teaching & learning that is available
• To be on time and ready to work
• To produce work you and the community would be proud to display.

RESILIENCE:
• To keep striving to continually improve
• To bounce back from disappointments
• To learn from our mistakes and strive for excellence.

RELATIONSHIPS:
• Between staff and/ or students that are courteous and cooperative
• Between the school and the community that will prepare students as citizens for life within and beyond Springfield Central SHS
• Between community/ industry / Tertiary Institutions and the school that are positive and mutually beneficial.

Underpinning this Responsible Behaviour Plan for Students are these four core values designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.
2. Consultation and data review

Springfield Central State High developed this plan in collaboration with our school community in Semester 2 2015. Reviews have occurred in 2014, 2015 & 2016 with the school, P&C and Local Consultative Committee involved. The school reviewed the plan again in May 2016 for the commencement of the 2017 school year.

The plan was endorsed by the Principal, the P&C Association, the Strategic Leadership Team and the Assistant Regional Director (Metropolitan Secondary) in January 2015, and will be reviewed in the middle of 2017 as required in legislation.

3. Learning and behaviour statement

Behaviour Management is at the core of business for all teachers. Effective Teaching and Learning will not take place unless a safe, positive and productive learning environment based on principles of consistency, fairness and engagement is evident.

This starts in the classroom, with each and every individual student. At Springfield Central State High we believe there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships.

2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material will be of benefit to them. That is not to say it must always be of immediate practical use, but at times of some future aesthetic, intellectual, artistic or social use.

3. Students are always asked to do the best they can. The teacher’s role is to facilitate this behaviour. Students should receive feedback from their teacher to improve their learning.

4. Students are asked to evaluate their own work and improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.

5. Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.

At Springfield Central State High we strive to produce students who have:

- Knowledge and skills for active and informed citizenship in local and global communities.
- Respect for the environment
- Respect for social and cultural diversity
- Knowledge and skills to participate in decisions about emerging social, cultural and economic concerns.
- Skills to make decisions in matters of morality, ethics, and social justice.
- Knowledge and skills for responsible and equitable participation in family, community and the workplace.
- Commitment to lifelong learning.
- Respect for democracy.
- Skills to contribute to ongoing human rights development at local, national and global levels.
- Skills to be socially and vocationally adaptive in a rapidly changing national and global environment.

This background is exemplified by Springfield Central State High’s four core values:

- Respect
- Responsibility
- Resilience
- Relationships

By providing students with learning opportunities that strive to maximise learning outcomes, we aim for all Springfield Central SHS students to be active citizens, who take
responsibility for their own learning, in their ever-changing life roles as family, community and workforce members.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We maintain that when parents enroll their students into our school they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents such that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our community and the wider community to build socially responsible, life-long learners.

Springfield Central SHS has developed a system of rewarding positive behaviour titled HALO. Students are awarded HALO points when they demonstrate the core values and expected behaviors within the school environment. HALO is acknowledged on student assemblies and at the school’s annual awards night.

Roles:

At Springfield Central State High we expect that students will:
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

At Springfield Central State High we expect that parents / caregivers will:
- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

At Springfield Central State High we expect that staff will:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

Universal Behaviour Support

Springfield Central State High has a number of effective processes and programs to create a positive school culture. Our total school management plan reflects each members' level of responsibility for students.

SCSHS Administration, staff and Support Team include:
Principal, Deputy Principals, Junior/Senior Secondary Heads of Department, Heads of Department, Year Coordinators, CARE Teachers, Classroom Teachers, Support Staff (Guidance Officers, Advisory Visiting Teachers, Youth Support Workers and School Based School Nurse.
Whole School Proactive and Preventative Programs / Strategies

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Springfield Central State High we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We communicate behavioural expectations under the pillars of our 4 Core Values – Respect, Responsibility, Resilience and Relationships.

Our Core Values – What We Believe and Live Every Day!

<table>
<thead>
<tr>
<th>Core Value</th>
<th>What does this look like?</th>
<th>What does this sound like?</th>
<th>What does this feel like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>• Looking in the mirror and seeing correct uniform, hair style and appropriate jewellery • Making room for others in busy places in the school</td>
<td>• Courteous conversations between students • Appropriate manners when dealing with all staff/visitors at the school</td>
<td>• A happy and safe place for all students and staff</td>
</tr>
<tr>
<td>Responsibility</td>
<td>• Turning up to class before or on time, all the time • Having your equipment with you for every class • Keeping the school tidy at all times</td>
<td>• Listening quietly when the teacher or another student is speaking • Asking permission before proceeding with your actions</td>
<td>• An organised school ready for any challenge</td>
</tr>
<tr>
<td>Resilience</td>
<td>• You at your desk, the computer and/or oval having a go despite setbacks • Improving your grades in a class through persistence.</td>
<td>• Asking the teacher questions when a draft comes back with lots of suggestions. • Asking how you can improve your performance.</td>
<td>• A place where learning from your mistakes is important</td>
</tr>
<tr>
<td>Relationships</td>
<td>• Being a friend who supports others in hard times and listens • Making others feel welcome into our groups at school • Having honest conversations with teachers</td>
<td>• Offering to help another person whether they are your friend or not • Not saying something nasty if you have nothing positive to say.</td>
<td>• A place where kindness and support are normal and rewarded</td>
</tr>
</tbody>
</table>

To complement our student expectations we have in place the following proactive / preventative behaviour management strategies.

Table: Whole School Proactive and Preventative Programs / Strategies

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Extended Learning / Alternative Pathways</th>
<th>CARE Philosophy</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Absenteeism Policy • Year Coordinators and attendance officers monitoring of AWOPPs • Parental contact (via letters and phone calls) to request explanation of absences</td>
<td>• Work Experience • School based apprenticeships and traineeships (Year 10, 11 &amp; 12) • Active involvement in academic competitions • Cultural and sporting activities • Links with USQ • Magna Program • Go For Gold Program • QLD Academies</td>
<td>• Leadership programs / camps • Year level camps / excursions • Wellbeing Days based on health and personal development programs • Daily CARE Meetings • Religious Education programs (as applicable) • Bully Busters • Student Mentors</td>
<td>• Bookwork Expectations • Celebration Parades • Awards Night • Sports Awards • Halo Awards Program</td>
</tr>
</tbody>
</table>
Targeted Behaviour Support

For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support.

Springfield Central SHS utilises several levels of behavior monitoring for students displaying inappropriate behaviours. Curriculum Heads of Department (HODs) will utilise other support personnel as required. Students who are displaying behavior in multiple areas will be referred to the Junior and Senior Secondary Heads of Department – if concerns persist refer to:
Administration – Monitored by the Principal/Deputy Principals

Behaviour Monitoring Sheets - Students who are demonstrating low-level to medium-level challenging behaviours are placed on a Behaviour Monitoring Sheet by the Curriculum HOD or Deputy Principal/Principal. These sheets are monitored by the appropriate support person and have rewards attached to positive behaviours and consequences attached to negative behaviours. Behaviour Monitoring Sheets are completed in consultation with the relevant parent / caregiver.

Risk Management Plans - Students who demonstrate high-level or potentially unsafe behaviours are placed on an Individual Risk Assessment Plan, developed in full consultation with parents / caregivers.

Attendance Officer – Student absences will be monitored by the Springfield Central SHS Attendance Officer. This will involve managing daily roll marking and maintenance of attendance records – please refer to the Attendance Procedure Flow Chart – Appendix 1 and 2

Home Visits – Students with prolonged absence due to an anxiety may be visited at home by Guidance Officer/, Deputy Principal or Principal.

Counselling – The Guidance Officer is available by appointment for any student and/or parent. At times, students will be referred to the Guidance Officer for ongoing counseling and support.

Youth Support Coordinator – The Youth Support Coordinator is involved in student welfare and wellbeing by referral through the Guidance Officer. The YSC will work closely and collaboratively with the wellbeing team to advocate for students and to ensure their success.

AVT – The advisory visiting teacher will work with teaching staff to address student behaviour in class. The AVT does not work directly with students but will be present in classes to observe student behaviour and student and teacher interactions. The AVT will then provide guidance to the relevant support person on improving student behaviour and outcomes.

Intensive behaviour support
This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of Support Services including the Guidance Officer, Year Coordinator, School Based Youth Health Nurse (SBYHN), Advisory Visiting Teachers (AVT's) and the parents / guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and modified where necessary. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.
Other strategies in place at Springfield Central State High include:

**Referral to Guidance Officer** - Students requiring further support may receive a referral to the Guidance Officer. The Guidance Officer role encompasses:

- providing information and modification on behavioural difficulties and its educational implications to the curriculum and physical environment
- assisting teachers to implement programs and modifications to curriculum or environment
- providing information on programs for students with behavioural difficulties
- implementing specific programs developed by other specialist support staff
- referring students when necessary to appropriate school support services
- participating in individual education planning (IEPs)
- assisting in transition planning for behavioural students (primary to secondary, and secondary to post school options)
- liaising with the school, community, government and community agencies relating to the coordination of services for students with behavioural difficulties. The Guidance Officer may be required to participate in multidisciplinary teams, school committees and liaise with organisations and agencies such as Youth and Family Services.

**Negotiated Education Plans (NEP)** - Students who demonstrate high level or potentially unsafe behaviours are placed on an Negotiated Education Assessment plan, developed in full consultation with parents / caregivers, the Guidance Officer and other relevant external personnel (E.g.: Clinical Psychologist)

**5. Consequences for unacceptable behaviour**

Springfield Central State High makes systematic efforts to pro-actively address student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All behaviour incidents (from minor to major) are recorded in OneSchool (Education Queensland’s reporting database).

**A Note about the Flowchart**

The flowchart is a guide only, although it should only be ignored in exceptional individual circumstances. Students who display ‘High’ and ‘Medium’ Level inappropriate behaviour will be referred immediately to administration and have consequences enforced accordingly.

The possession of weapons (including knives or any other item that could be considered a weapon) at school, on the way to or from school or in uniform is of the most serious nature. Please see Appendix 3.
6. SPRINGFIELD CENTRAL SHS BEHAVIOUR MANAGEMENT FLOW CHARTS

Behaviour Flowchart – Playground Behaviours

Student demonstrates inappropriate behaviour

Low
Teacher employs a range of strategies.

Behaviour returns to acceptable level.

Student continues inappropriate behaviours.

Teacher:
Records OneSchool Incident.
Refer to Jnr/Snr Sec HOD.

Medium
Student demonstrates medium level inappropriate behaviour.

Teacher:
Records OneSchool Incident.
Refer to Jnr/Snr Sec HOD.

High
Student demonstrates high level behaviour. Immediate referral to Admin team.

Refer to Year Level DP
Minor and Major Behaviours:

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as a complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of property, apology, restitution or detention
- A re-direction process where a staff member takes the student aside and:
  - Names the behaviour that the student is displaying
  - Asks student to name expected school behaviour
  - States and explains expected school behaviour if necessary
  - Gives positive verbal acknowledgement for expected school behaviour

These are recorded as minor behaviours on OneSchool

### Examples of Low Levels of Unacceptable Behaviour & Possible Responses

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>This list is not exhaustive.</td>
<td>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td></td>
</tr>
<tr>
<td>- Persistent talking in class</td>
<td>- Isolation within the classroom.</td>
</tr>
<tr>
<td>- Moving around teaching area without permission</td>
<td>- Classroom behaviour contract</td>
</tr>
<tr>
<td>- Lateness to class</td>
<td>- Teacher monitoring cards / charts</td>
</tr>
<tr>
<td>- Not wearing the uniform</td>
<td>- Removal from the room to another teacher's supervision.</td>
</tr>
<tr>
<td>- Failing to complete homework</td>
<td>- Detention in student's own time.</td>
</tr>
<tr>
<td>- Littering</td>
<td>- Student completes 'Reflection Sheet'</td>
</tr>
<tr>
<td>- Not bringing materials to class</td>
<td>- Parents/guardians notification</td>
</tr>
<tr>
<td>- Swearing (not directed at others)</td>
<td>- Verbal/written apologies</td>
</tr>
<tr>
<td>- Failing to attend detention</td>
<td>- Restitution</td>
</tr>
<tr>
<td>- Out of Bounds</td>
<td>- Involvement of support personnel</td>
</tr>
<tr>
<td>- Minor violations of ICT Policy (e.g. sharing of passwords etc.)</td>
<td>- Building/grounds improvement</td>
</tr>
<tr>
<td></td>
<td>- Withdrawal from class/activity</td>
</tr>
<tr>
<td></td>
<td>- Loss of privileges e.g. lunch passes, lunch hour etc.</td>
</tr>
</tbody>
</table>
Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in referrals via OneSchool to curriculum HODs, Jnr/Snr Secondary HODs or Year Level Deputy because of their seriousness.

Examples of Medium/High Levels of Unacceptable Behaviour & Possible Responses

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>This list is not exhaustive.</td>
<td>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td></td>
</tr>
<tr>
<td>• Persistent repeating of 'low level' behaviours</td>
<td>• Parents/Guardians notified/meeting</td>
</tr>
<tr>
<td>• Fighting</td>
<td>• HOD interview.</td>
</tr>
<tr>
<td>• Harassment/Bullying</td>
<td>• Yellow Card / Orange Card</td>
</tr>
<tr>
<td>• Photographing/videoing students/staff</td>
<td>• Detention/After School Detentions</td>
</tr>
<tr>
<td>• Off school premises without permission</td>
<td>• Loss of lunch privileges</td>
</tr>
<tr>
<td>• Direct disobedience of a teacher’s directions</td>
<td>• Alternative program</td>
</tr>
<tr>
<td>• ICT misconduct</td>
<td>• Case management</td>
</tr>
<tr>
<td>• Misuse of the Internet/ Possession of electronic equipment</td>
<td>• Withdrawal/ External suspension</td>
</tr>
<tr>
<td>• Deliberate damage of school property</td>
<td>• Bully Busters program (see Appendix)</td>
</tr>
<tr>
<td>• Graffiti</td>
<td>• Counselling (internal/external agencies)</td>
</tr>
<tr>
<td>• Continual obscene language (not directed at teacher)</td>
<td>• Behaviour Monitoring Program.</td>
</tr>
<tr>
<td></td>
<td>• Individual Behaviour Plan.</td>
</tr>
<tr>
<td></td>
<td>• Restitution.</td>
</tr>
<tr>
<td></td>
<td>• Verbal/written apology.</td>
</tr>
</tbody>
</table>
### Examples of High Levels of Unacceptable Behaviour & Possible Responses

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>This list is not exhaustive. Recorded in OneSchool as Major:</td>
<td>This list is not exhaustive and 1 or more responses may be applied depending on the</td>
</tr>
<tr>
<td>High (Disobedience, Misconduct and/or conduct prejudicial to the good order and management of the school)</td>
<td>situation.</td>
</tr>
<tr>
<td>• Conduct prejudicial to the good order and management of the school (NB. This includes incidents that occur outside of school grounds, school times and/or via social internet/ multimedia, that negatively affect the good order, management and reputation of the school in a significant manner)</td>
<td>• Parents/Guardians notified/meeting</td>
</tr>
<tr>
<td>• Persistent disobedience and refusal to allow others to enjoy quality learning</td>
<td>• Administration interview</td>
</tr>
<tr>
<td>• Harassment/bullying</td>
<td>• Alternative program</td>
</tr>
<tr>
<td>• Racist language or behaviour</td>
<td>• Counselling (internal/external agencies)</td>
</tr>
<tr>
<td>• Continual refusal to comply with the school's Behaviour Management Policy</td>
<td>• After School Detentions</td>
</tr>
<tr>
<td>• Unacceptable moral behaviour</td>
<td>• Suspension</td>
</tr>
<tr>
<td>• Inappropriate intimacy</td>
<td>• Exclusion</td>
</tr>
<tr>
<td>• Repeated truancy</td>
<td>• Police notified</td>
</tr>
<tr>
<td>• Cheating/Plagiarism</td>
<td>• Behaviour Monitoring Program</td>
</tr>
<tr>
<td>• Failure to comply with the requirements of the area of study currently undertaken</td>
<td>• Behaviour Improvement Condition</td>
</tr>
<tr>
<td>Bringing the school, staff or other students into disrepute through internet social networking sites, online media or texting inappropriate words / image/ sounds. s High Level - Major (Illegal Actions)</td>
<td>• Individual Behaviour Plan</td>
</tr>
<tr>
<td>• Theft</td>
<td>• Restitution</td>
</tr>
<tr>
<td>• Physical assault of staff/students</td>
<td>• Verbal/written apology</td>
</tr>
<tr>
<td>• Abusive language directed toward staff member</td>
<td>• Cancellation of enrolment</td>
</tr>
<tr>
<td>• Sexual Harassment</td>
<td>• If the incident constitutes a serious criminal offence on school grounds, in an emergency the principal contacts Police immediately by telephone and follows up using SP-4: Report of Suspected Harm or Risk of Harm form</td>
</tr>
<tr>
<td>• Selling/ possessing/ using illegal drugs and/or synthetic drugs</td>
<td>NB. Student Disciplinary Absences are to be used after consideration has been given to all other responses.</td>
</tr>
</tbody>
</table>
Note Please:
For behaviour that is so serious that suspension is inadequate to deal with the behaviour

1. Principals will make determinations on what they contest has reasonably occurred based around the balance of probabilities from the evidence gathered.
2. Principals have the right to exclude a student on the following grounds:
   - Disobedience and/or
   - Misconduct and/or
   - Other conduct prejudicial to the good order and management of the school
   - Student’s contravention of a Discipline Improvement Plan (DIP)

Bullying and Cyberbullying
Bullying is an issue in every Queensland school. Bullying is a deliberate act to repeatedly hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: Threatening any of the above physical behaviours. Threatening to ‘get’ someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offensive.
- Inappropriate use of SMS, email or use of public internet pages, social media
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.

What does Springfield Central State High do to prevent bullying?

- Springfield Central SHS makes reference to aspects of bullying within the curriculum and the Young Leaders program.
- There is ongoing explanation and discussion of our bullying policy with students
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom
- Collection and analysis of relevant student behavioural data

What to do if you are bullied:
At Springfield Central SHS, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

Report it now!

Tell the whole story— including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

At Springfield Central SHS the process is clear:
If you are identified as a bully – you will undertake the “Bully Busters” program. This is a written course that makes the bully reflect on their behaviour and then sign a contract saying they know what bullying is and they will NOT do it again. These are medium level behaviours and possible consequences include withdrawal and suspension. If bullying
behaviour is ongoing and persistent (despite intervention and support) it may be considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

**Cyberbullying:**

Cyberbullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyberbullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students' private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

**Consequences of cyberbullying are the same as those for bullying.**

**The Use of Personal Technology Devices at School (including Smart Devices)**

In a world that is increasingly connected, Springfield Central SHS takes a pro-active approach to ensuring students are taught about the appropriate and safe use of personal technologies through curriculum programs and our Young Leaders Program. The focus on personal responsibility around appropriate and safe use of these technologies as one of our four core values is highlighted in this program.

Springfield Central State High has a policy of **no mobile phones/electronic equipment.** If a parent ever needs to contact a student during the school day, they are able to contact the office and a message will be forwarded onto the student directly. On rare occasions a student may need a mobile phone before or after school. On these occasions, mobile phones should be left at the school office or student services before class starts and then collected again at the end of the school day. All devices will be stored in a designated storage facility and a receipt will be issued to the student. Students also have the option to have turned off and secured within their school bags, however responsibility for safekeeping lies with the student in this circumstance.

Students are secure their electronic devices as per this policy no later than 8.45am at the warning bell. Electronic devices can be used again after 3pm on school days. There are three steps for students who are found to violate the school's expectations for mobile phones and electronic devices:

- **First occasion** – After parent notification, phone is confiscated by administration and length of time is negotiated with parent. Students collect phone.
- **Second occasion** – Phone is confiscated by administration and returned to parent after phone conversation.
- **Third occasion** the student will be considered to have directly disobeyed a member of administration (high level behaviour) and a possible consequence will be considered. **This may mean a period of withdrawal or suspension.**
- **Further occasions** will require extensive conversations with parents and intervention by the school's Guidance Officer and may include a long period of external suspension or the implementation of a Behaviour Improvement Condition.

Likewise, the use of **iPods, MP3 players and smart devices** are not permitted between 8:45am – 3:00pm. A similar process to that of Mobile Phones is used if students bring these devices to school.

**Internet Use**

Students who use the Internet at school must be responsible in the choice of material they access. The school directly teaches students the importance of managing internet use to protect themselves and their friends from potential harm within the ICT program. The signed internet agreement form at enrolment outlines appropriate behaviours. The school actively
engages with internet safety experts to speak with students, including members of the Queensland Police force, as required.

Sites which will not be accessed at this school are those that:
- Display erotic, pornographic or sexually suggestive material.
- Display violent material.
- Display pictures or script that promotes racist actions or thoughts.
- Display or instruct people in the use of harmful materials (e.g. Drugs, weapons, explosives, etc.)
- Allow students to download viruses or materials containing viruses.
- Include access to social media or networking.

Inappropriate use of the Internet will incur serious consequences:
- Parents will be contacted.
- Students will be denied access to the Internet for a period of up to six months.
- Students will be placed on a behaviour contract for that class.
- A repeat offence could lead to a suspension
- Students found deliberately putting viruses on school computers will be charged the costs incurred in cleaning the computers and will be suspended, with the possibility of exclusion depending on the seriousness of the offence.
- It is inappropriate to use any electronic device to up or download images of school personnel, students, facilities or activities to any electronic site that can be perceived as portraying the school, facilities, individuals or activities in a negative light.

7. Emergency responses or critical incidents
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

Responding to emergency situations / critical incidents involving severe problem behaviour:

<table>
<thead>
<tr>
<th><strong>Basic Defusing Strategies</strong></th>
<th><strong>Physical Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid escalating the problem behaviour</td>
<td>Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:</td>
</tr>
<tr>
<td>Maintain calmness, respect and detachment</td>
<td>- Physically assaulting another student or staff member</td>
</tr>
<tr>
<td>Approach the student in a non-threatening manner</td>
<td>- Posing an immediate danger to him/herself or to others or causing or at risk of causing serious property damage</td>
</tr>
<tr>
<td>Follow through</td>
<td>- Causing or at risk of causing serious property damage.</td>
</tr>
<tr>
<td>Follow up strategies</td>
<td>Appropriate physical intervention may be used to ensure that Springfield Central State High’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.</td>
</tr>
</tbody>
</table>

It is critical that the school maintain clear records of behaviours which require critical intervention as well as records of students with Risk Management Plans.
8. Attendance at Sporting Competitions/Camps/Excursions

Students at Springfield Central SHS who are on monitoring or have recently returned from suspension may be ineligible to attend/represent at out of school events at the Principal’s discretion.

9. Network of Student Support

Students at Springfield Central State High are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Year Coordinators
- House Coordinators
- Heads of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Adopt A Cop
- School Based Youth Health Nurse
- Youth Support Coordinator

Support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Department of Communities (Child Safety Services)
- Police

10. Consideration of individual circumstances

Springfield Central State High considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences for infringement of the behaviour code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state

11. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
12. Related policies

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

13. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

NB. Copy of original signed version is available upon request from the Principal.

Principal  P&C President  Regional Assistant Director
(Metropolitan Secondary)

Date effective:
from 27 January 2016 to 31 December 2017
Appendix 1 and 2: Student Absenteeism Policy

RBP: Student Absenteeism Policy

CARE rolls are marked at the beginning of the day

Students arriving late between 9.10 – 10am must sign in at student services

Students arriving after 10am or departing early sign in/out at main administration

Parents/caregivers of students with unexplained absences are sent text message

Class rolls are marked during each individual lesson

Attendance Officer issues any student who has unexplained absences for one or more lessons in a day a Purple AFC (Absent without Permission) slip.

Student has class teacher verify their unexplained absence by signing AFC and returning to Attendance Office within 3 school days.

Student attendance record is amended.

Student does not verify their unexplained absence by returning an AFC to the Attendance Office within 3 school days.

Unexplained absences are recorded as truancy and referred to Deputy Principal

Year Level Coordinator investigates absence and determines further intervention, referral or support required.

Student absent for whole day without explanation

Parent/caregivers receive text message for whole day absence

Student records amended where response given. Emails sent home weekly for any unexplained whole day absences.

Year Level Coordinator and Attendance Officer, respond to ongoing attendance patterns and anomalies and may refer for intervention, referral or support required.
WORKING TOGETHER TO KEEP SPRINGFIELD CENTRAL STATE HIGH SCHOOL SAFE

We can work together to keep weapons out of school. At SCSHS:

- Every student has the right to feel safe and be safe at school
- Please note sharp implements are recognised as weapons
- No weapon-like implements are allowed to be taken to school by students
- There is no reason for a student to have a weapon at school and it is against the law.

If a student has a weapon at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a sharp implement during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a weapon or weapon-like implement to school.

- If a student has a weapon at school, principals may inform the police
- Possessing a weapon at school may result in serious disciplinary consequences which may include suspension or a proposal to exclude
- Police can search a student and their property at school if they suspect a student has a weapon
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or imprisonment
- School property such as desks or lockers may be searched if the principal suspects that a student has a weapon on school property
- If the principal suspects the student has a weapon in their bag, the bag may be temporarily confiscated until police arrive
- If the student does have a weapon at school, it can be confiscated by the principal and given to the police.

How can parents help to keep SCSHS safe?

- Make sure your child knows what the laws and rules are about weapons
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits
- Contact your school principal if you believe your child is being bullied or threatened at school.
Dear Parent/Guardian

RE: Photocopying & Printing at School

The school has purchased technology for printing and photocopying that utilises a proximity card system which is attributed to each student. We are using the 'Equitrac – Follow Me' printing system which allows students to print or copy across various machines throughout the school.

Parents/guardians need to be aware that this system has some rules which must be followed. It also provides a way of students controlling their printing and copying. I ask parents/guardians and students be aware of the following and complete the return slip attached;

- Students will be issued with a card which has their name on it and will be given a $10.00 credit to begin the year.
- Once a student has used their $10.00 they are responsible for bringing money to Student Services to add credit. (Minimum top up $2.00)
- The cards issued are expensive to replace as they contain proximity technology, therefore if a student loses a card and wants a replacement – there is a $5.00 replacement fee. Students must take all appropriate care to ensure a card is not taken by another student. They should not loan their card to another student.
- A student must have a 4 digit code, to avoid other students using their credit.
- Cards are issued once at the time of enrolment, not annually at the start of each school year.

NB. Students will not be issued with their card until the return slip is fully completed and returned to the office.

If you have any queries, please don’t hesitate to contact the school.

Yours faithfully,

Leon Proud
Principal